## **Aspiring Leader Needs Assessment: Lauren Greenhill**

## **Individual Leadership Learning Plan for NELA Fellows**

**Due September 13th and will be revised numerous times.**

Fellows' Professional Growth Plans will be the basis for their internship leadership learning needs assessment. The resulting document will outline specific learning goals, accompanied by specific activities or experiences at the internship school that will help the Fellow develop and practice the identified leadership skills. The document will be co-created by the Fellow their coach, and their mentor principal. Progress towards the identified goals will be monitored by the coach, with input from the mentor principal and NELA faculty. The resulting artifacts to document the Fellow's growth should be carefully archived and will become the Fellow's portfolio for licensure application. Each artifact should include a corresponding narrative to understanding of current and desired levels of proficiency. Fellows should be actively documenting their experiences throughout internship using a variety of technology-based resources (web, video, multimedia).

The document will also outline any possible Internship Rotation(s) the Fellow should experience based on individual Fellow learning needs and may cross school levels when appropriate (i.e. rotation at Elementary, Middle, High School, Central Office).

Fellows should also identify for a possible site-visit at least one “Getting it Done[[1]](#footnote-1)” school (a high performing, high poverty school) and/or a national conference. (*Please note that funding for these proposed visits will be contingent on several factors and may not be available, therefore, at least one local or regional option should be included*).

**This form is to be completed by Fellow and reviewed and approved by mentor and coach. An electronic copy of this form is available on the NELA Moodle site.**

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| **Standard 1: Strategic Leadership** | **Fellow Current Self-Ranking** | **Experiences to Master the Standard** | **Competencies the Experience will Utilize** | **Artifacts and Documentation of Mastery** | **Mentor Approval** (Initial indicating your support) | **Executive Coach Approval** (Initial indicating your support) |
| 1. **School Vision, Mission and Strategic Goals:** The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community. | Developing | --Co-leading/ facilitating faculty vision-setting meetings  -- Involvement with faculty core values/beliefs discussions | 1, 2, 5, 7, 10, 21 |  |  |  |
| 1. **Leading Change:** The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students. | Developing | -- Internship Project, other minor, data-based improvement projects over the course of the year | 1, 2, 3, 7, 11, 15 |  |  |  |
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| 1. **School Improvement Plan:** The school improvement plan provides the structure for the vision. Values, goals and changes necessary for improved achievement for all students. | Emerging | -- Sit in and co-facilitate school improvement team mtgs, as well as SPMT mtgs  -- Examining SIPs from high-performing schools | 5, 9, 12, 16, 18, 21 |  |  |  |
| 1. **Distributive Leadership**: The school executive creates and utilizes processes to distribute leadership and decision making throughout the school. | Developing | -- Use FL and Max. Appropriate Involvement when making any decisions  -- Observe how mentor principal uses FL skills | 1, 4, 6, 11, 12, 16, 18, 20 |  |  |  |

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| **Standard 2: Instructional Leadership** | **Fellow Current Self-Ranking** | **Experiences to Master the Standard** | **Competencies the Experience will Utilize** | **Artifacts and Documentation of Mastery** | **Mentor Approval** (Initial indicating your support) | **Executive Coach Approval** (Initial indicating your support) |
| 1. **Focus on Learning and Teaching, Curriculum, Instruction and Assessment:** The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students. | Developing | -- Leading faculty meetings focused on best instructional practices  -- Maintaining a focus on continuous improvement via consistent, ongoing informal observations  -- Observe and discuss how curriculum materials are selected from a wide array of options | 1, 4, 5, 7, 9, 11, 14, 16, 19 |  |  |  |
| 1. **Focus on Instructional Time:** The school executive creates processes and schedules which protect teachers from disruption of instructional or preparation time. | Proficient | -- Be a part of the scheduling process @ end of year  -- Observe how admin team “bends time” throughout the year for both teachers and students, and assist in developing processes for flexing time | 2, 3, 11, 12, 16, 18, 20 | *-- Reviewed processes and requirements with admin team for building master school schedule and getting staff input* |  |  |
| **Standard 3: Cultural Leadership** | **Fellow Current Self-Ranking** | **Experiences to Master the Standard** | **Competencies the Experience will Utilize** | **Artifacts and Documentation of Mastery** | **Mentor Approval** (Initial indicating your support) | **Executive Coach Approval** (Initial indicating your support) |
| 1. **Focus on Collaborative  Work Environment**: The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school’s culture. | Developing | -- Plan a meeting schedule for staff that fosters collaboration | 6, 12, 14, 16, 18, 20 |  |  |  |
| 1. **School Culture and Identity:** The school executive develops and uses shared vision, values and goals to define the identity and culture of the school. | Developing | -- Letter of intro to staff stating my vision  -- Keeping a “pulse” on the culture through consistent attendance of and participation in staff PLCs  -- Observe and deconstruct cultures of high-performing schools, and determine how they were “built”  -- Work with others to adjust SIP based on re-evaluation of mission and vision | 1, 5, 8, 9, 13, 16, 21 |  |  |  |

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| 1. **Acknowledges Failures; Celebrates Accomplishments and Rewards**: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school. | Proficient | -- Practice consistent celebration of accomplishments among teachers and staff (@ least 1 quick note/e-mail per week?) | 1, 8, 13, 14, 17 | In my time as a new teacher advisor and summer instructional coach for Teach For America, I have actively sought out opportunities to make people feel appreciated, as well using successes to help build the “Emotional Bank Account” so that problems can be discussed constructively and in safety.  *Celebrates accomplishments based on data and instructional gains, addresses areas of concern directly and with an eye toward improvement* |  |  |
| 1. **Efficacy and Empowerment:** The school executive develops a sense of efficacy and empowerment among staff which influences the school’s identity, culture and performance. | Developing | -- Assist PLCs in identifying areas where they have autonomy, and helping them come up with creative solutions to classroom issues  -- Examine and reflect w/ mentor principal concerning how school-based teams are constructed (and why)  -- Help develop strategies to increase empowerment among all staff members | 1, 6, 7, 8, 11, 14, 18 |  |  |  |
| **Standard 4: Human Resource Leadership** | **Fellow Current Self-Ranking** | **Experiences to Master the Standard** | **Competencies the Experience will Utilize** | **Artifacts and Documentation of Mastery** | **Mentor Approval** (Initial indicating your support) | **Executive Coach Approval** (Initial indicating your support) |
| 1. **Professional Development/ Learning Communities:** The school executive ensures that the school is a professional learning community. | Developing | -- Consistent participation in grade level PLCs  -- Leading administrative-level PLCs  -- Visiting PLCs @ high-performing schools; possible rotation @ a high school (RRHS?) | 1, 5, 7, 12, 18, 20 |  |  |  |
| 1. **Recruiting, hiring, placing and mentoring of Staff:** The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff. | Proficient | -- Become a mentor for a TA? | 4, 8, 9, 11, 15, 16 | *-- Actively participated in 2 teacher interviews via the Gallup Research TeacherInsight model, and debriefed w/ admin team*  *-- Reflected w/ mentor principal on district hiring protocols and procedures*  *-- Overviewed the NC Human Resource Management System (HRMS) and how it is used*  *-- Mentored 12 new teachers via TFA’s Delta Institute; supported via resources and direct PD, observed, evaluated, and provided constructive feedback for instructional improvement* |  |  |
| 1. **Teacher and Staff Evaluation:** The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus student achievement. | Developing | -- Teacher evaluation cycles (ongoing throughout year)  -- Observe evaluation cycles conducted by mentor principal  -- Rotation @ secondary level | 1, 3, 5, 7, 8, 11, 12, 13, 16, 17, 20 |  |  |  |
| **Standard 5: Managerial Leadership** | **Fellow Current Self-Ranking** | **Experiences to Master the Standard** | **Competencies the Experience will Utilize** | **Artifacts and Documentation of Mastery** | **Mentor Approval** (Initial indicating your support) | **Executive Coach Approval** (Initial indicating your support) |
| 1. **School Resources and Budget:** The school executive establishes budget processes and systems which are focused on, and result, in improved student achievement. | Developing | -- Visit/ interview CO staff involved with budget  -- Participate in the budget-setting process for the 2013-2014 school year  -- Engage in reflective discussions with mentor principal about budgeting, assess the success of the budget through progress monitoring on purchases  -- Possible rotation @ Central Office | 2, 4, 5, 9, 11, 12, 16, 18, 19 |  |  |  |
| 1. **Conflict management and Resolution:** The school executive effectively and efficiently manages the complexity of human interaction so that the focus of the school can be on improved student achievement. | Proficient | -- Actively participate in resolving conflict among staff as needed  -- Observe how mentor principal handles conflict and discuss processes/ strategies reflectively | 1, 3, 8, 11, 13, 15, 17 | I participated in Crucial Conversations and Conflict Resolution training, and afterwards facilitated a “mini” Crucial Conversations training for new TFA teachers.  *Worked with others to resolve interpersonal conflicts between staff members, both as a teacher leader and an administrative intern—used Crucial Conversations and Conflict Resolutions training skills, and have taught them to others.* |  |  |
| 1. **Systematic Communication**: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement. | Developing | -- Assist in constructing and sending out weekly staff/ admin newsletters  -- Develop my own “communication plan” | 1, 4, 6, 9, 12, 15, 18, 20 |  |  |  |
| 1. **School Expectation for Student and Staff:** The school executive develops and enforces expectations, structures, rules and procedures for students and staff. | Proficient | -- Have Crucial Conversation w/ teacher(s) about expectations when needed  -- Reflectively discuss process of maintaining expectations with mentor principal | 1, 2, 5, 7, 8, 11, 13, 14, 16, 18 |  |  |  |
| **Standard 6: External Development Leadership** | **Fellow Current Self-Ranking** | **Experiences to Master the Standard** | **Competencies the Experience will Utilize** | **Artifacts and Documentation of Mastery** | **Mentor Approval** (Initial indicating your support) | **Executive Coach Approval** (Initial indicating your support) |
| 1. **Parent and Community Involvement and Outreach:** The school Executive designs structures and processes which result in parent and community engagement, support and ownership for the school | Developing | -- Plan and participate in a new parental and community outreach activity w/ a school-based team  -- Discuss the process of community outreach with principal | 1, 4, 7, 9, 15, 20, 21 |  |  |  |
| 1. **Federal, State and District mandates:** The school executive designs executive protocols and processes in order to comply with federal, state and district mandates. | Developing | -- Participate in IEP meetings  -- Attend SPMT meetings and observe how mandates inform strategic planning  -- Assess and report on district initiatives (connected to budget?) | 1, 2, 9, 10, 14, 15, 19 |  |  |  |
| **Standard 7: Micro-Political Leadership** | **Fellow Current Self-Ranking** | **Experiences to Master the Standard** | **Competencies the Experience will Utilize** | **Artifacts and Documentation of Mastery** | **Mentor Approval** (Initial indicating your support) | **Executive Coach Approval** (Initial indicating your support) |
| **School Executive Micro-political Leadership:** The school executive develops systems and relationships to leverage staff expertise and influence the school’s identity, culture and performance. | Developing | -- Reflective conversations with mentor principal and executive coach  -- Actually *build* a diverse system or team for a project | 1, 3, 7, 8, 9, 11, 13, 15, 17 |  |  |  |

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| **Competencies:**  A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices.  The principal may or may not personally possess all of these competencies but must ensure that a team is in place that not only possesses them but can effectively and efficiently execute them.  These 21 competencies are listed in the NC Standards for School Executives to emphasize their importance and to make sure they are incorporated into the development of school leaders. | | |
| **Competency 1-21** | **Fellow Self-Rating** | **Experiences Planned around this Competency** |
| 1. **Communication** – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to   achieve school or team 21st century objectives. | **Proficient** | Leading faculty meetings, conducting pre- and post-observation conferences, writing professional e-mails/memos, shadowing my mentor principal |
| 1. **Change Management** – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation. | **Developing** | * Shadowing my mentor principal, and reflecting on how he/she implements and builds consensus around change * Reflecting on *my* personal feelings/misgivings about change, and understanding how those affect the way I lead change |
| 1. **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner. | **Proficient** | * Watching/reflecting on how my mentor principal deals with conflict, and how his/her style meshes with my own * Roleplays around difficult situations |
| 1. **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative   thinking. | **Developing** | Since I am not a natural “outside-the-box” thinker, I want to seek out situations where I am forced to think innovatively, rather than just within the confines of the way things “normally” work (i.e. a problem that I’ve never encountered before, or a logistical issue that many people have tried to tackle, but couldn’t solve) |
| 1. **Customer Focus** – Understands the students as customers of the work of schooling and the servant nature of leadership and acts accordingly. | **Developing** | Conversations with students, both in my current school and my placement school, to determine how *they* view what is happening in the school, and what they feel they need |
| 1. **Delegation** – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school. | **Developing** | * I want to see how my mentor principal delegates effectively, and how he/she continues to monitor that delegation without “micro-managing.” * I want to practice active, healthy delegation within my various responsibilities at my placement school. |
| 1. **Dialogue/Inquiry** – Is skilled in creating a risk free environment for engaging people in conversations that explore issues, challenges or bad relationships that are hindering school performance. | **Developing** | * I want to watch how my mentor principal facilitates effective dialogue and maintains safety, without digressing into complaints or conversation without action. * I want to practice leading conversations about change that involve the Inquiry/Action cycle, and reflect with a trusted peer on how I used the cycle to make decisions effectively. |
| 1. **Emotional Intelligence** – Is able to manage oneself through self awareness and self management and is able to manage relationships through empathy, social   awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community. | **Proficient** | * I try to be very self-aware, so emotional intelligence comes more easily for me. I want to see how my mentor principal uses emotional intelligence in a non-manipulative, authentic way to truly build relationships, not just to get what he/she wants. * I want to talk at least once a month with a trusted peer and/or my executive coach about my progress in this area, and how to “troubleshoot” difficult situations I may be facing. |
| 1. **Environmental Awareness** – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions. | **Developing** | * I want to observe how my mentor principal balances all of the outside factors/trends in the community and in education that can affect the school, and still navigates the school through these waters. |
| 1. **Global Perspective** – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy. | **Developing** | Shadowing my mentor principal, and observing/reflecting on how he/she weaves culture and a global perspective throughout the leadership of the school and in conversations with students |
| 1. **Judgment** – Effectively reaching logical conclusions and making high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information. | **Developing** | * I feel confident in my ability to exhibit strong judgment in my classroom and with my middle school team, but I want to understand through conversations with my mentor principal how good leaders prioritize issues and gather data to make the best decisions. * I want to use my NELA peer Fellows as “sounding-boards” for decisions I will be making as an intern, and utilize their perspective/advice in making solid professional judgments. |
| 1. **Organizational Ability** – Effectively plans and schedules one’s own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects. | **Developing** | * Observing how my mentor principal organizes the time and logistical operations of a school, and reflecting on how his/her organizational style matches my own * I want to monitor my personal organization at least bi-weekly, and come up with action steps to take if I notice certain areas/projects not working effectively. |
| 1. **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality. | **Proficent** | * I hold myself to a high ethical standard, but I want to see how my mentor principal gains the respect and trust of his/her staff in order to create a truly committed team. * I want to have at least one other trusted NELA Fellow with whom I can talk as a sort of “accountability partner” at least once a month—someone who I can be totally honest with and will give me sound professional advice. |
| 1. **Personal Responsibility for Performance** –Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one’s own achievements. | **Developing** | I want to see how my mentor principal balances the necessity of taking responsibility for everything that happens in the school building with the simultaneous necessity of not “beating yourself up” and taking on too much. I want to see how my principal disseminates his/her own sense of personal responsibility to the staff in a supportive, “we can do this,” way. |
| 1. **Responsiveness –** Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner. | **Developing** | * Talking with my mentor principal about his/her own plan for responsiveness, and how he/she balances the need for timeliness with the need for accuracy, clarity, and thoughtfulness. * Setting up a plan for responsiveness to urgent/semi-urgent/not urgent issues, and how I will message that plan to my placement school staff |
| 1. **Results Orientation –** Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals. | **Developing** | I want to see how my mentor principal maintains a sense of orientation to results, without being only “reactive” or unnecessarily hasty in his/her decision-making. |
| 17) **Sensitivity –** Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict. Knows what information to communicate and to whom. Relates to people of varying ethnic, cultural, and religious backgrounds. | **Proficient** | * Roleplays which require me to balance sensitivity to others with action and conflict resolution |
| 1. **Systems Thinking** – Understands the   interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the school or team. | **Developing** | * Roleplays related to Senge’s *Fifth Discipline* work |
| 1. **Technology** – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction. | **Developing** | * Observations of how my mentor principal incorporates cutting-edge technology in his/her work with staff, and encourages/supports them in doing the same with students * Readings on the newest/most cutting-edge instructional technology (i.e. articles on educational technology in *Educational Leadership*) |
| 1. **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings. | **Proficient** | * Conversations with my mentor principal focused on how he/she breaks down her day/week, and how he/she prioritizes different tasks during the week * I want to set up my schedule for the coming week by Sunday that prioritizes tasks based on urgency, and leaves flex time for unexpected tasks/events. |
| 1. **Visionary** – Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students. | **Developing** | I often struggle with imagining what is possible in difficult situations, so I want to expand my “sense of possibility” when tackling tricky issues by observing how my mentor principal creates and establishes imaginative vision for his/her school—especially since we will most likely be working in difficult turnaround situations in our schools. |

1. #### You will receive a copy of the book: How It's Being Done: Urgent Lessons from Unexpected Schools by Karin Chenoweth. This book, along with your own research, may help you identify an appropriate site to visit.

   [↑](#footnote-ref-1)